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ABSTRACT

A project was conducted to expand college-to-work transition options available to vocational students at Orange Coast College (OCC) and to develop a comprehensive multioption model for community college-to-work transitions. The project advisory committee began working to link tech prep to the project's goals and to establish ties with Orange County's Vital Link project, which is part of a national pilot project focusing on enhancing high school students' employability skills. The following college-to-career options were developed for OCC students: worksite-based internships, a comprehensive career development program as defined in the National Career Development Guidelines, and skill guarantees for program graduates. The comprehensive multioption model was developed and disseminated to other colleges through a brochure, conference presentations, and other media channels. (Appendixes contain the following: written agreements, list of Vital Link participants, draft employability transcript, strategies for internship opportunities for special populations, skills guarantee, sample worksite placement letter, internship academy description, and career-to-college advisory committee members and option team members. Also included is the model for preparing community colleges to provide college-to-career transition program/services.) (MN)

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ED 380 536

School-to-College-to-Career Transition Model Project
by Patricia Stanley, Ed.D.

The June 6, 1994 issue of Community College Week quotes Charles Dervarics as follows:

"School-to-work transition is a phrase that prompts both excitement and concern among community colleges.

On the heels of new federal legislation, both urban and rural two-year schools now want a major role in this vital program that will try to match young people with high-quality jobs.

'This bill is not the end of a journey. Instead, it's a whole new approach to work and learning,' President Clinton said in signing the bill last month.

As approved by Congress, the School-to-Work Opportunities Act will offer states and localities $300 millon next year for effective school-to-work transition programs.

These funds could support a variety of activities including:...

* **programs that help high school youth get postsecondary training that leads to high-paying jobs; and**
* **programs that build community-wide responses to unemployment and poverty."**

Background

In March, 1993, as I started to prepare a grant proposal for the California Community College Chancellor's Office Fund for Instructional Improvement (FII), I knew I wanted to get my college ready for the School-to-Work program funding we all knew would be available soon. I wanted to use FII funds to bring our career education programs "up to speed" in several areas where I knew they were currently lacking. We needed to have all the components in place if we were to compete for the new federal dollars. Everyone I talked to and everything I read seemed to define this new educational reform differently (again March, 1993). Some spoke of youth apprenticeships with paid work-based learning; others saw Tech Prep as the vehicle for school-to-Work. We heard about skill certification with projects and committees working on National Skill Standards that would drive the career program curriculum. We also heard talk of portfolios of achievement, "Necessary Skills" (SCANS), Career Academies, student enterprises and more. Which of these reforms would drive the School-to-Work train? How could schools and colleges be a part of these seemingly complex reform movements? Tech Prep was funded through the Vocational and Applied Technology Education Act. There were also some model projects funded for youth apprenticeships and career academies and many institutions already had cooperative work experience programs -- but how would students, parents, counselors and teachers know which new or old educational program was best for them? Obviously, many of these programs had critical components that were quite similar. Did students simply take the path or program that happened to be available at their school? Should these various options be combined into a whole that first makes some sense of the milieu, and, second, brings the like components into a central core?

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Ah ha

I finally experienced the "ah ha" Bloom described to educators when I was given a copy of the U.S. Department of Education brochure. "Here is what we must do at school to get our students ready for work." The brochure graphic depicts Career Counseling in the center surrounded by all the various reform programs I had been hearing about. These concepts finally came together in a way that began to make sense to me.

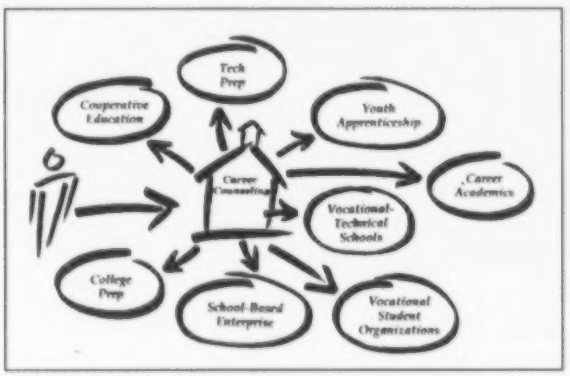

Figure No. 1

But...

Of course, none of the educational material addressed my main concern: **How do community colleges get ready for the school-to-work initiatives?** What will we do when a student who has completed a youth apprenticeship knocks on our community college door and asks for credit for what he/she has accomplished? How can he/she move forward into one of our high tech postsecondary programs such as neurodiagnostic technology or airframe and powerplant? What will our faculty, counselors, and admissions office personnel do when a student presents them with a portfolio?

As a member of the Cadre of Trainers for the National Career Development Guidelines (NCDG), I knew that Career Development and Career Counseling was a thread that anchors all training and education for careers and was a centerpiece for all processes that lead to work. Were we, at the colleges, connecting what we were doing in career development and career planning with what was going on at the high schools? We were designing Tech Prep around the sequenced competencies found in the NCDG, but what about all the other programs? As a leader for the state team that had developed accountability standards and measures for the VATEA funded programs, I knew that we had developed a state VATEA accountability system for high schools and community colleges that both segments had agreed to use. But what about programs that didn't fall under VATEA? How would we be held accountable for these? No one wanted to

contemplate another report to fill out with different data element requirements than we already used for the two state accountability systems already mandated, plus VATEA, plus local program review.

Input from every advisory committee we had ever surveyed validated the SCANS competency needs. Were we supposed to incorporate SCANS into every curriculum? We are already incorporating critical thinking skills, reading across the curriculum, and more. Now we must also integrate academics and vocational education, reinforce career development competencies, design multiculturalism across the curriculum, as well as "internationalize the curriculum," incorporate TQM principles, and employability skill? How can all this be done? It certainly won't be business as usual in the future! What kind of model would really be helpful for community colleges?

Model Beginnings

With my thinking being at the level described above when I submitted the grant proposal, the model proposed was shown in a transition circle that built community college transition components upon the components described as school-to-work in the U. S. Department of Education secondary school model. The transition circle had core components of Career Development (NCDG and SCANS) and accountability (state requirements and VATEA standards and measures). The project objectives were:

> --to develop to operational level three College-To-Work Transition options currently not available to all vocational students on the Orange Coast College (OCC) campus. The options OCC lacked were: (1) worksite-based internships, (2) a Comprehensive Career Development program as defined in the National Career Development Guidelines, (3) Skill Guarantees for program graduates assuring employers of well-prepared employees, and
> --to establish new or enhance minimal current linkages through development of written agreements with consortium partners for at least 10 School-to-College-To-Work Transition options and Career Development/Accountability core, and
> --to develop and disseminate a comprehensive multi-option model for College-To-Work Transitions and present it to other colleges via a simple easy-to-read brochure containing graphic illustrations by September 30, 1994; disseminate the same model via conference presentations, demonstrations, television, newspapers and other media as opportunities arise and the model is completed.

We submitted the proposal, were selected for funding, had the budget reduced 40%, received the funding late (or several months into the project proposed time line), and bravely gathered up our tools to build a model.

The Foundation

As soon as funding was secure, we set up "late afternoon-through dinner" meetings held in the campus Culinary Arts Restaurant (one of our student enterprises). Our project advisory committee with representatives from our consortium school districts, i.e., Coastline Regional Occupational Program, (CROP), Huntington Beach Unified School District, Newport Mesa Unified School District (9 high schools plus the ROP), and representatives from the Orange County Chamber of Commerce Vital Link Committee, met with faculty and staff from the institutions to get project activities underway. We explained the project objectives and broke the group into 9 committees related to the options on the transition circle. Each group was to produce a signed agreement that would link the secondary and postsecondary segments so that students would benefit from a smooth transition from one level to the next. While work began at this first meeting, most committees chose to meet several more times in order to forge a written agreement that was practical and would truly assist students. We had no committee for Tech Prep because one of the objectives of our local Tech Prep consortia project for 1993-94 was to prepare an articulation agreement. I chaired the committee of our Tech Prep steering committee working on the articulation agreement and career development; it was a simple matter to blend the two projects for the model.

The dialog between our model project committee members may have been the most valuable product of these activities; however, the written, signed agreements are now a matter of record. (see Appendix A for model agreements to adapt or adopt.) The committees were not given a form to follow for the written agreements other than an example of the 2+2 course articulation agreement that was currently in use at Orange Coast College. You will notice that because of the different content, some agreements are quite original; all will be very helpful. You will notice no agreement in regard to Vocational Student Organizations. While our consortium members agree that transitions could be formed through secondary and postsecondary VSOs, we found no matches within our consortium. OCC has a VICA chapter whose members have competed in state and national VICA competitions where members have won a number of medals. We explored possible connections with Junior Achievement, again without producing a positive transition agreement.

Collateral Outcomes

We all know that sometimes valuable outcomes of project activities include some we didn't plan for but could not have happened if the planned activities had not been in place. Our project had four of these collateral outcomes. The most important and overarching benefit, however, is the improved dialog and enhanced network between secondary and postsecondary educators.

First, program improvement was expanded. By responding to an invitation to add community colleges to a project facilitated by the University of California, Irvine, and the Orange County Chamber of Commerce, I learned about Vital Link. The "pilot" Vital Link project had been funded to link high schools and business/industry in an attempt to better prepare high school

students for work. All the activities for Tech Prep projects in the county had prompted the project advisory group (see Appendix B for list of institutions, organizations and businesses involved in Orange County Vital Link) to try to link Tech Prep to their project goals. Of course, to do that, community colleges needed to be involved.

The three "pilot" Vital Link projects are in different parts of the country: New Jersey, Texas and Orange County, California. The main thrust of the Orange County project is production of an employability transcript (see Appendix C) available by FAX to employers in Orange County as they began to make hiring selections from high school student applicants. Because Vital Link and Tech Prep were joined, the Vital Link project also became a part of this model. With the emphasis on partnerships with communities and businesses becoming critical to education reform, we were lucky indeed to have one of the first Vital Link projects in our community.

The second collateral benefit, increased articulation, is a very exciting one that, like the others, will greatly benefit the students in Orange County. The Coast Community College District Tech Prep Consortia has played an active role in a "consortium of consortia" effort to bring all of Orange County's Tech Prep players together to work cooperatively and consistently for the greater benefit of the students in this heavily populated area. (This group has recently adapted its focus and is now titled Orange County School-to-Career Consortium.) This collaborative group included representatives from six Tech Prep local consortia, the Orange County Office of Education, and Vital Link. The Coast Community College District shared our work on written articulation agreements between institutions and the accompanying certificates given to students for their portfolios with this county-wide group. It was decided that the same forms would be used by all the institutions so that students could transfer between consortia schools across Orange County with ease. The colleges do not duplicate programs so these county-wide articulation certificates and agreements (see Appendix A) allow Tech Prep students access to additional career program options. The agreed upon Tech Prep Program criteria on the articulation agreement and the SCANS referenced competencies on the back of the student certificates reinforces county-wide reform objectives. The Tech Prep program criteria are:

-Contextual Learning Applications
-Work site Experience
-National Career Development Guidelines, structure integrated in instruction/counseling
-Reinforcement of Academic* core in career preparation course
-Reinforcement of career concepts in Academic Core
-Evidence of Faculty/Staff development specific to Tech Prep
-Performance-based assessment - such as portfolio
-Evidence of business partnerships
* Academic core includes competency in math, science and communication

See Appendix A - Student Tech Prep Certificate front and back

The third collateral outcome involved the opportunity to connect our work in Tech Prep and

School-to-College-to-Career with National Career Development Guidelines Programs. Thus, we involved numerous counselors and service providers in our model; we believe collaboration of this type will be critical in the School-to-Career reform. Letters were sent to Southern California Tech Prep Consortia, all members of our project advisory committee and option team committees, inviting them to join Orange Coast College participants in a two-day workshop focused on local site implementation of the National Career Development Guidelines. National Cadre member, Dr. Carlyle Gilbertson, worked with over thirty participants in January of 1994, and helped our college focus on a career development program plan enriched by ideas and plans being developed by our colleagues from other colleges, our local high schools, and ROP. In March, we sent notices out again to all our local Tech Prep Consortia and School-to-College-to-Career colleagues. Forty-five counselors and service providers joined us at our district satellite downlink site for a National Teleconference sponsored by the Career Development Training Institute. Focused on Career Counseling for School-to-Work, we were pleased to see the model shown in Figure 1 listed as a reference point during the teleconference. Following the national satellite program delivered to over 25 local sites in California, each site held various programs related to their needs which featured a new video "Career Counseling in California: the New Agenda." This video is available from The California Institute for Career Development (CICD) and features sources of labor market information in California. It was used as a transition from the national perspective to the state. At the Orange County site, the other participants engaged in a lively discussion following the video that focused on local issues and thus served as a final transition of the day's information to each participant's site.

The fourth collateral benefit of our model project work has been the leveraging of this work for other grant funds. One example follows -- because of the objectives this project had to further develop three program areas at Orange Coast College, we applied for special funds from the California Community College Center for Cooperative Work Experience Education at Diablo Valley College. These funds were targeted for the Center's project to develop a model for School-to-Work transitions based on the cooperative work-based learning that the center facilitates. Our part of that project was to describe a model to assist special populations. While the funds were not extensive, we were able to expand our College-to-Career model in another direction and have this model featured in a second state-wide model with similar goals but a different central focus. The strategies we identified for working with internship opportunities for special populations are summarized in Appendix D. The strategies are the outcome of a meeting with colleagues from our high school district and ROP partners. The participants were primarily the same as those who worked on our School-to-College-to-Career model committees and were thus quite competent in School-to-Work objectives.

Things we added to the original model

The final model expands the ideas submitted in March of 1993 to include critical connections not depicted in the original U.S. Department of Education graphic (Figure 1). These critical connections include:

A. Business and industry participants and partners who work with us in so many ways including Tech Prep teams and program advisory committees.

B. U.S. Department of Labor programs such as Job Training Partnership Act (JTPA). Many of our students may begin the School-to-College-to-Career transition process through a JTPA program such as Defense Conversion.

C. The Vital Link Project mentioned above that includes the Employability Transcript.

Planned Outcomes

The model is developed, all project objectives have been met, and the name has changed from College-to-Work Transition model to College-to-Career Transition Model. "Career," is a better term for the outcome we want to achieve as a result of this process. Studies and data are consistent in concluding that most workers in the present and certainly in the future will require postsecondary education to be prepared for the technical jobs the new workforce demands. Our state and country's economic development require advanced technologies to place us securely in the world of economic competitiveness.

We have met the three project objectives listed on Page 3. The first objective had three parts related to OCC's specific needs. (1) New work-based internship sites were identified by two reassigned faculty who served in the temporary role of Internship Coordinator. A total of 200 new placement sites were identified plus many positive contacts with employers (see Appendix F for sample letter) who use our Placement Center or other college services such as contract education were brought into our bank of work-based learning sites. Another faculty member worked with campus principals to develop a concept and plan for the Internship Academy at OCC that would centralize and organize our current decentralized work-based education program. (see Appendix G) (2) We have two state projects that are allowing OCC to implement the National Career Development Guidelines and reorganize our orientation to include more emphasis on career education where previously transfer had been the major content. Orange Coast College is now funded to produce career development in-service distance learning products for the California Community College system's Career Development Institute in collaboration with the California Institute for Career Development (CICD). This year's career development project will develop a postsecondary portfolio which will be disseminated to all colleges. (3) The skills guarantee program began in 1993-94 with 12 programs and has expanded to 18 in 1994-95. The reaction to this program has been outstanding, i.e., program review is intensive, publicity has been very positive such as coverage on the front page of the Orange County Register, and the program includes not only academic and career programs, but all instructional divisions at the college have become involved. Our skills guarantee remains the only one to date in California (see Appendix E).

We looked at skill certification in another way by piloting a process in collaboration with ED>Net which involves a two-step process to obtain skill-need information from industry. A stratified (small, medium and large manufacturers) random sample of Orange County firms participated in telephone interviews followed by a small focus group. The process worked well

in terms of skill identification, and the process is being replicated and adapted in our district as well as in other colleges. The same process could be used by any level of education.

At the local level, the project went well beyond planned expectations for the second objective to develop linkages within our consortium (described above as collateral outcomes). For example, we have new articulation agreements with the ROP (the only consortium partner offering Cooperative Education) to give one unit of credit for ROP cooperative work experience when students transfer to OCC; agreements were written for Medical Terminology, Dental Assisting, Dental Radiography, Introduction to Hospitality Industry and Front Office Procedures, Cooperative Food Services, Cooperative Advanced Merchandising, Retail Sales and Merchandising, Office Internship, Cook/Chef Assistant, Preschool Aide, Health Occupations, Basic Nurse Assistant, Certified Nurse Assistant, Graphic Arts/Printing, Video Workshop, Data Entry, Microcomputer Applications in Business, Word Perfect IBM PC, Cooperative Office Technology, Bookkeeping (Computerized Accounting), Introductory Machine Shop, Basic Drafting Practices, Electronics Technology, and Basic Computer Aided Drafting.

Related to the third project objective for dissemination, response to early drafts delivered during conference presentations has been very positive. To date, these presentations have included the state joint Cooperative Education Conference, the State Chancellor's "Mega" Conference, and Fullerton Unified School District In-Service. Attendees at the "Mega" Conference session responded with several invitations to present the model to both southern and northern community college districts. The state Board of Governor's President, who attended the session, also requested we keep him informed of the model development as he would be involved with California's School-to-Career system development. Presentations are scheduled for Northern and Southern Business Education Conferences planned for October and November, 1994 and targeted to both secondary and postsecondary educators in California. Two national presentations are scheduled for October and December 1994 at the National Council for Occupational Education (NCOE) Conference in Chicago and for the American Vocational Association (AVA) convention in Dallas.

Conclusion

Even if nothing further were to be developed, working on all the various aspects of the College-to-Career transition model yields wonderful benefits from program improvement, articulation, networking, and collaboration. The outreach to other segments of education, business, industry, and the community is such a beneficial experience that the results multiply over and over. Working with this model, or whatever version of it that is appropriate for you and your institution, will convince you and your partners, just as we were convinced, that the concepts embodied in School-to-Work are exactly what our country and educational systems need today. You will also be convinced, as we were, that community colleges have a vital role to play in this reform.

This model was built to give you some tools to make community colleges a critical partner in the School-to-Work reform by adding the College-to-Career dimension. One of my favorite poems expresses best what happens when we use our "tools:"

A Bag of Tools

Isn't it strange that princes and kings,
And clowns that caper in sawdust rings,
And common people like you and me
Are builders for eternity?

Each is given a bag of tools,
A shapeless mass, a book of rules;
And each must make -- ere life is flown--
A stumbling block or a steppingstone.

I hope you find this College-to-Career Transition Model a helpful "stepping stone" to being an active and productive participant in California's (School)-to-College-to-Career program.

APPENDICES

APPENDIX A	Written Agreements
APPENDIX B	Vital Link Participants
APPENDIX C	Draft Employability Transcript
APPENDIX D	Strategies for Internship Opportunities for Special Populations
APPENDIX E	Skills Guarantee
APPENDIX F	Sample Work Site Placement Letter
APPENDIX G	Internship Academy Description
APPENDIX H	College-to-Career Advisory Committee Members and Option Team Members

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School-to-Career

ARTICULATION AGREEMENT

_____ COLLEGE DISTRICT

AND

_____ SCHOOL DISTRICT

Tech Prep Program Area: _____

The Community College District, in cooperation with the above named school district, has agreed to articulate the following Tech Prep Program under the criteria described below:

_____

School at Which Program is Offered

ARTICULATION CRITERIA

To receive credit for the above Tech Prep Program, the following criteria must be met:

- **--Contextual Learning Applications**
- **--Work Site Experience**
- **--National Career Development Guidelines, structure integrated in instruction and counseling**
- **--Reinforcement of Academic* core in career preparation course**
- **--Reinforcement of career concepts in Academic Core**
- **--Evidence of Faculty/Staff Development specific to Tech Prep**
- **--Performance-based assessment -- such as portfolio**
- **--Evidence of business partnerships**

***Academic core includes competency in math, science and communication**

For program specifics, see course articulation and competency agreement attached.

This arrangement will be reviewed at an annual meeting and remain in effect until cancelled by either party. Any student enrolled in or having completed the program identified will be permitted to articulate under the Agreement even though subsequently nullified.

_____		_____	
Program Faculty Rep.	**Date**	**Program Coordinator**	**Date**
_____		_____	
Institution		**Institution**	

COMPETENCIES*

SCANS: Secretary's Commission on Achievement of Necessary Skills

Resources: *Identifies, organizes, plans and allocates resources*
- Time
- Money
- Material & Facilities
- Human Resources

Interpersonal: *Works with Others*
- Participates as Member of a Team
- Teaches Others New Skills
- Serves Clients/Customers
- Exercises Leadership
- Negotiates
- Works with Diversity

Information: *Acquires and Uses Information*
- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information
- Uses Computers to Process Information

Systems: *Understand Complex Inter-relationships*
- Understands Systems
- Monitors and Corrects Performance
- Improves or Designs Systems

Technology: *Works with a Variety of Technologies*
- Selects Technology
- Applies Technology to Task
- Maintains and Troubleshoots Equipment

Basic skills: *Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens, and Speaks*
- Reading
- Writing
- Arithmetic/Mathematics
- Listening
- Speaking

Thinking Skills: *Thinks Creatively, Makes Decisions, Solves Problems, Visualizes, Knows how to Learn and Reason*
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

Personal Qualities: *Displays Responsibility, Self-Esteem, Sociability, Self-Management, and Integrity and Honesty*
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty

Academic Core Skills

MATH: The student has demonstrated ability to:
- Transform a qualitative statement into a quantitative expression.
- Utilize mathematical terminology.
- Apply properties of industry specific shapes and dimensions.
- Organize and interpret data for analysis and decision making.
- Identify and utilize formulas to solve problems.
- Use appropriate computation technologies.
- Employ estimation techniques to judge validity of results.
- Utilize problem solving techniques.
- Select and utilize appropriate measuring devices and record results.
- Practice and apply methods of quality assurance and quality control.
- Recognize and structure mathematical relationships and patterns.
- Communicate quantitative information in a qualitative format.

COMMUNICATION: The student has demonstrated the ability to:
- Give and follow both oral and written directions.
- Demonstrate active listening skills.
- Interpret and use appropriate non-verbal communication.
- Demonstrate ability to work with others.
- Manage conflict effectively and productively.
- Assimilate and apply information.
- Use ethical communication.
- Analyze and use the communication cycle.
- Use language appropriate to task and situation.
- Initiate and maintain conversation.
- Differentiate fact from inference.
- Be critical and supportive consumers of communication.
- Access and use various forms of technology in communication.
- Present ideas in both formal and informal contexts.

SCIENCE: The student has demonstrated the ability to:
- Use chemical terms and perform calculations for physical properties of matter.
- Apply formulas, bonding arrangements, balance equations and nomenclature.
- Identify energy transfer in terms of hear content in chemical systems.
- Use knowledge of L.C.H. to identify acids, bases and buffers.
- Compare anatomical structures of the five kingdoms and levels of organization with emphasis on human structure.
- Compare physiological processes in the five kingdoms with emphasis on humans.
- Investigate the processes of population change and how it relates to adaptation and evolution.
- Investigate current environmental issues and how they relate to health and wellness.
- Express rate as a relationship between two variables.
- Use units of energy.
- Calculate power in a system.
- Calculate work input and output to determine efficiency.
- Identify resistance in mechanical, fluid, thermal, and electrical systems.

* For proficiency levels, please refer to students transcript and portfolio.

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ARTICULATED PROGRAM

CERTIFICATE OF COMPLETION

This is to certify that the student named below has successfully completed a high school level Tech Prep program, including an academic core and career pathway, that is articulated with the Orange County community college Districts.

Name of Student_____ _____
(Social Security Number)

Name of School District_____

Articulated Tech Prep Sequence_____ **Offered at** _____
(Program Area-see back for competencies) **(Name of School)**

Date Student Completed High School Program_____

Based upon an Articulation Agreement between Orange County community college districts and the above named district, provided the student has satisfied other specified guidelines, it is recommended that the student be given credit for the equivalent course at Orange County community college districts. The student is directed to the Dean of Counseling at the college for completion of the steps necessary for assignment of credit.

The undersigned certify that the student has completed the above Tech Prep program.

_____ _____
Guidance Department Validation **(Date)** **Principal or Assistant Principal** **(Date)**

revised 9/94 - articula.crt - appendix A

SCHOOL-BASED ENTERPRISES

Education Plan

The education plan developed for students who chose to pursue a Retail Specialization. The high school courses are based on an ROP model. The college courses are based on the Retail Certificate program offered at Orange Coast College. It is a basic model which can be changed depending on the specialization a student chooses to pursue. Other possible specializations might be Culinary Arts, or Fashion Merchandising. Course offerings will change depending on courses available through the schools which the student will attend.

Employability Transcript

This would be an official document which would be presented to a perspective employer. It is meant to give employers a more comprehensive view of what the student's capabilities are. The document is also meant to be a working document, in that it will be updated periodically, as the student completes more course work, and gains more skills in their chosen specialization.

The form was based on a draft of the Vital Link model, but skills were added and changed to comply with the SCANS (Secretary's Commission on Achieving Necessary Skills, 1991) skills as set forth by the Federal government. These skills are those that the government sees as being necessary for students to be successful in the workplace.

Obtainment of career skills will be reported as capability that the student has met and it will be documented by an accomplishment. An example of a capability for register skills might be; can effectively ring up a sale. This might be accomplished through 10 hours of experience working a register. Specific capabilities are not listed here, as they will be different for each student, depending on what level they have obtained. This allows for the transcript to give an accurate picture as to the student's skill level. It also allows for the student to highlight their experiences and strengths.

School-Based Operations

A few of the schools in the Orange County area have school-based operations which would help students gain skills in order to gain entry in the workplace. By taking part in these programs, students gain practical skills as well as theory in their chosen specialization.

There is a model that is currently in place which provides for a smooth transition for the student from high school to community college to the work place. Estancia High School has a program whereby students have the opportunity to gain retail experience by participating in the operation of their student store. This experience gives students basic retail skills. Students can then transfer to Orange Coast College and gain further retail experience by participating in the operation of Windjammer Fashions, an on-campus retail clothing store.

The ROP also provides classes which allow students a co-op experience and actual experience working with Westminster Mall retailers. This program also allows the student a smooth transition into the Orange Coast College Retail Certificate program.

Many of the high schools have Junior Achievement programs which would prepare high school students to transfer to the Orange Coast College program. Costa Mesa High School is in the process of setting up a Business Academy.

RETAIL SPECIALIZATION

MIDDLE SCHOOL				HIGH SCHOOL/ROP				TECH PREP COMMUNITY COLLEGE			
6	7	8	Subject	9	10	11	12	Freshman		Sophomore	
Math	Math	Math	Math	Math	Math	Math		Elementary Statistics	Principles Accounting		
English	English	English	English	English	English	English		English			
Science	Science	Science	Science	Science	Science					Natural Science	
Social	Social	Social	History/Social Studies		World History/ Geography	U.S. History	Government Economics		Sociology		Psychology
P.E.	P.E.	P.E.	Physical Education	P.E.	P.E.						Physical Education
			Other Required Courses			Fine Arts	Fine Arts		Humanities		
			Standards								
			Business Tech Core	Exploratory Business Keyboard	Business Skills/Intro Computers					Introduction to Business	
			Marketing Cluster			Intro to Marketing/ Computer Applications	Student Store or Internship				
			Marketing Cluster			Retail Merchandising	Advanced Retail Merch-andising with Co-op			Introduction to Marketing	
			Retail Specialty					Business Law	Advertising	Small Business Ownership	Buying and Store Operations
			Retail Specialty					Professional Selling	Retailing	Elective	Field Experience

PLACEMENT

NEWPORT-MESA UNIFIED SCHOOL DISTRICT, COASTLINE ROP and ORANGE COAST COLLEGE agree to the following to apprise high school and ROP students of job placement services available prior to and during enrollment in classes at Orange Coast College:

In order to advance vocational career track planning for students from the Newport-Mesa Unified School District and Coastline ROP, and to help those students better meet their economic needs and provide them with relevant field work experience while attending Orange Coast College, the above institutions agree to the following:

Orange Coast College job placement services will be available to Newport-Mesa USD high school students six (6) months prior to enrollment in classes at the college for a one time $15 fee. These services will be available to the Coastline ROP students at any time on a $15 fee per college semester basis.

Orange Coast College job placement service information will be given to all students during SOAR testing at all Newport-Mesa USD sites.

Information about the existence and use of these services will be included at least once a year in the *Costa Mesa High School PTSA Newsletter* and the *Estancia Principal's Newsletter* during the spring semester.

Orange Coast College Job Placement Center informational flyers will be provided to placement/career personnel at Coastline ROP and Newport-Mesa USD high schools.

Job Placement Center information will be provided during all Orange Coast College orientation sessions for new students.

In certain cases, when desired by student and high school or ROP, the above institutions jointly agree to collaborate on helping disabled individuals who need placement assistance while at Orange Coast College by sharing pertinent information about the student's disability, work skills and history, past training, etc.

Ed Harcharik
Principal, Costa Mesa High School
Newport-Mesa Unified School District

Roni Behrends
Placement Specialist
Coastline ROP

Dave Brant
Guidance Counselor, Estancia High School
Newport-Mesa Unified School District

Steve Woodyard
Placement Director
Orange Coast College

Joanne Shimpock
Career Center, Costa Mesa High School
Newport-Mesa Unified School District

PORTFOLIO

COLLEGE-TO-WORK TRANSITION GRANT TEAM
Marilyn McMann - Orange Coast College
Cheri Sheldon - Costa Mesa High School
Bob Stolte - Edison High School

The College-to-Work Transition Grant Team for Academic Records and Transcripts recommends the following steps to incorporate the High School Portfolio for College Credit:

STEP ONE *What the Student Needs*

Upon completion of the portfolio, the student would receive from the high school district:

1. Certificate of Completion
2. Academic Transcript
3. Course description for which credit was received

STEP TWO *Petition for Credit with a Counselor*

1. Student meets with designated counselor for evaluation
2. Student has items (1), (2) and (3) from STEP ONE
3. Student has a statement of goals which will help in placement
    1. AA Degree
    2. Certificate of Completion in a vocational field
    3. Transfer to a four-year college

STEP THREE *Faculty Advisory Committee*

An advisory committee made up of subject area faculty from each division will evaluate those items in STEP ONE for course credit or course placement of those students who have been recommended by a counselor.

STEP FOUR *Dean of Counseling*

The Dean of Counseling certifies and grants course credit.

STEP FIVE *Transcript*

The transcript is coded for credit by portfolio.

STEP SIX *Catalogue*

Credit with Portfolio appears in the Admission and Academic Information Section of the catalogue.

EMPLOYABILITY TRANSCRIPT

Name:	**School:**	**Graduation Class:**
ID #:	**District:**	**Updated:**

Basic Skills:	**Date:**	**Level:**	**Measure:**
Reading			CTBS
Writing			Writing Proficiency
Mathematics			CTBS
Speaking and Listening			

Attendance and Punctuality:

Course Achievement:	**GPA:**	**Semester Courses:**	**College Preparatory Courses:**
English			
Mathematics			
Social Science			
Foreign Language			
Fine & Performing Arts			
Career Prep			

Career Skills:	**Capability:**	**Accomplishment:**
Problem Solving		
Time Management Skills		
Group Participation		
Information Skills		
Retail Skills		
Money Handling Skills		
Customer Service		
Register Skills		
Inventory Maintenance Skills		
Figure markup percentages		

Career/Vocational/Workplace Learning

revised 9/94 - s-be - appendix A

SKILL CERTIFICATION

NEWPORT-MESA UNIFIED SCHOOL DISTRICT, HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT, COASTLINE ROP and ORANGE COAST COLLEGE agree to the following for the articulation of Skills Certification and Skills Guarantees:

When National Skill Standards are available from the Department of Labor/Department of Education or when State Skill Standards are available from California state government agencies, the above institutions jointly agree to follow those adopted standards with the accompanying and appropriate implications those standards bring to secondary programs, ROP programs and community college programs.

The ultimate goal of the articulated standard certification at the high school/ROP to the community college is to guarantee to potential employers that the program completers have met the established skill standards the institutions have agreed to utilize. If the high school/ROP certifies the standards for their levels have been met, consideration will be given at the community college in terms of placement in the college program.

_____
Representative,
Newport-Mesa Unified School District

_____
Title

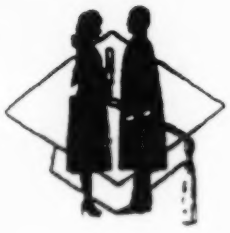
_____
Representative,
Huntington Beach Union High School District

_____
Title

_____
Representative,
Orange Coast College

_____
Title

revised 9/94 - skillcrt - appendix A



COLLEGE-TO-WORK

TRANSITION GRANT TEAM

HIGH SCHOOL ACADEMIES AND COLLEGE DEGREE OR CERTIFICATE PROGRAMS

ROY BATELLI, OCEAN VIEW HIGH SCHOOL

BRUCE CARY, ORANGE COAST COLLEGE

AUDREY HENDRY, OCEAN VIEW HIGH SCHOOL

JEAN KERINS, COSTA MESA HIGH SCHOOL

PURPOSE: TO CREATE A WRITTEN AGREEMENT FACILITATING A SEAMLESS TRANSITION FOR STUDENTS FROM THE SECONDARY SCHOOLS TO THE COMMUNITY COLLEGE IN THE AREA OF HIGH SCHOOL ACADEMIES AND COLLEGE DEGREE OR CERTIFICATE PROGRAMS

SOPHOMORE YEAR--

Students will be given a tour of the community college campus supervised by a high school teacher but guided by community college personnel.
Students will meet a representative of the department they are interested in.
Students will apply for the college class they will take their junior year.
Students become part of the community college database.

JUNIOR YEAR--

Students will take a community college class either on the high school or college campus and be given priority registration to ensure they are all in the same class.
Students will meet with department members of the departments they are planning to attend.
Students will learn how to read a college catalog.
Students will meet with a community college counselor to create a preliminary two-year plan for college.
Students will be encouraged to take community college summer school classes.

SENIOR YEAR--

Students will take a community college class on the community college campus.
Students will take all assessment requisites for entrance to the community college.
Students will meet with college counselor to review student's college plan.
Students will meet with department chairperson of their interest to finalize schedule.
Students will be encouraged to take community college summer school classes.

CAREER PLAN/MATRICULATION PLAN

Costa Mesa High School - Orange Coast College

Students transitioning from high school to college must go through the matriculation process. At this initial level of matriculation, assessment, orientation and counseling are required. Students, however, are better served in their transitioning after high school if they start well in advance of this move, in their middle and high school years so that this early exploration and education has meaning and connection to their college experience.

To make high school students aware of career choices and other services and programs available at OCC and their relationship to their high school program, we propose the following enhancements to the matriculation process.

A college information center will be established at CMHS. It will be called The Pirate's Den. The Pirate's Den will be an assigned area where CMHS students will be able to obtain information and assistance regarding OCC.

The Pirate's Den will be the hub for the following personnel and services:

- OCC vocational program representatives (also field trip coordination)
- Career assessment information
- Study skills workshop
- OCC outreach personnel - Puente, TOP, EOPS
- OCC employment center
- Transfer center representatives
- Financial aid information
- Information regarding college events, senior day
- OCC Peer Helper contacts
- Matriculation Center (assessment, orientation, counseling)

Ed Harcharik
Principal, CMHS
Newport-Mesa Unified SD

Joanne Shimpock
Career Center, CMHS
Newport-Mesa Unified SD

Ann Jackson
Matriculation Coordinator
Orange Coast College

B:\C-MPLAN

Vital Link

ORANGE COUNTY

Planning Committee

Business

Abigail Abbott
Apple Computer
Arnel Development
AST Research
Coopers & Lybrand
Disneyland
EFG Curriculum Collaborative
FHP Health Care
Fluor Corporation
Industrial League of Orange County
Junior Achievement
Knott's Berry Farm
L.A. Times/Orange County
Nichols Institute
Odetics
Orange County Chamber of Commerce & Industry
PacifiCare Health Systems
Palermo & Associates
Rockwell International
Southern California Edison
Taco Bell Corporation
The Geneva Companies
Wells Fargo Bank
Western Digital Corporation

Education

Anaheim Union High School District
Brea-Olinda Unified School District
Capistrano Unified School District
Central County ROP
Chapman University
Coast Community College District
Coastline ROP
Cypress College
Fulllerton Joint Union High School District
Garden Grove Unified School District
Huntington Beach Union High School District
Irvine Unified School District
Irvine Valley College
Laguna Beach Unified School District
Los Alamitos Unified School District
Newport-Mesa Unified School District
North Orange County ROP
Orange County Department of Education
Saddleback Valley Community College
Santa Ana Unified School District
Tustin Unified School District
University of California, Irvine

EMPLOYABILITY TRANSCRIPT

Vital Link Orange County, California

Appendix C

Name:	Manuel Hernandez	**School:**	Century	**Graduation Class:**	1995
ID#:	123-45-6789	**District:**	Santa Ana	**Updated:**	4/20/93

Career Skills

Problem Solving	Adv	Feb-92	D
Conflict Resolution	Comp	Feb-92	R
Group Participation	Comp	Feb-92	A
Speaking	Comp	Feb-92	F
Listening	Comp	Feb-92	T
Computer Applications			
Keyboarding	55	Feb-92	
Word Processing	Adv	Feb-92	
Spreadsheets	NYC		
Database	NYT		

Adv = Advanced Comp = Competent NYC = Not Yet Competent NYT = Not Yet Tested

Attendance & Punctuality

Adjusted Attendance	Excl	92-93
Unadjusted Attendance	Good	92-93
Punctuality	Excl	92-93

Course Achievement

	GPA	Semester Courses	College Preparatory Courses
English	2.50	5	2
Mathematics	2.40	4	2
Social Science	2.70	2	0
Science	2.00	2	0
Foreign Language	2.00	4	4
Fine & Performing Arts	3.60	3	0
Career Prep	3.00	2	0

Basic Skills

Reading	Q2	Mar-91	CTBS
Writing	Q2	Feb-90	CAP
Mathematics	Q3	Mar-91	CTBS
	Q1 = Top One/fourth	Q1 = Top One/fourth	Q1 = Top One/fourth

Career/Vocational/Workplace Learning

CROP: Dental Assistant	92-93	350 Hours

Vital Link

ORANGE COUNTY

SECONDARY-TO-COLLEGE-TO-CAREER TRANSITION TASK FORCE

A. Organization

1. What did you do (or are doing) to get your institution's commitment for an internship/CO-OP/WE program?

Our institution has always been very committed to workplace learning experiences by offering classes with workplace experience and co-op courses as part of the curriculum. Refer to class schedule for list of classes that offer workplace learning.

2. How many students, faculty, administrators, businesses, industries and organizations are involved in your internship/CO-OP/WE program?

1130 Affiliation agreements with businesses and industry
150 Co-op Agreements
5 Instructors, co-op classes
160 Co-op students
23 Instructors, workplace learning
803 Workplace learning students
3 Administrators

3. Briefly identify the Internship/CO-OP/WE training opportunities you provide for special populations, minorities and under represented groups and the method of delivery for these opportunities.1.5

Co-op: Office Technology
Advanced Merchandising
Careers with Children
Food Services
Service & Manufacturing Occupations

Workplace Learning:

Banking Occupations
Data Entry
Office Internship
Retail Sales and Merchandising
Video/Television Production Assistant
Floral Design
Auto Tune-up and Emissions Inspection
Automotive Occupations
Automotive Brakes/Front-End Steering & Suspension
Animal Health Care
Graphic Arts/Printing
Dental Assistant
Dental Radiology
Medical Assistant-Clinical
Medical Assistant-Administrative
Medical Transcription
Nurse Assistant Pre-Certification
Home Health Aide Pre-Certification
Careers with Children
Cook/Chef Assistant
Hotel/Hospitality Occupations
Service & Manufacturing Occupations

B. Building and implementing a successful Internship/CO-OP/WE Program for special populations--elaborate on this.

1. How are your programs structured regarding faculty, administration, advisory boards, business and industry?

An advisory board from business/industry meets once a year to update curriculum and discuss industry trends. The instructor is supervised by an Instructional Supervisor and the Director of Instruction oversees several particular occupational areas. The Guidance and Transition Manager and two coordinators provide assistance with placement and follow-up of special needs students. Job coaches and the job placement specialist work with the special needs students in providing additional training assistance and job placement assistance.

2. Who receives the training?

Any student with special needs that has an interest in a particular vocational area.

3. What are your partnership roles with the school, college, business and industry community for special populations?

Articulation with:
Golden West College: Computer-Aided Drafting, Computerized Accounting, Computer Software Applications, Word processing, Health Occupations, Certified Nurse Assistant.

Irvine Valley College: Computer-Aided Drafting, Electronic Test Technician

Orange Coast College: Medical Transcription, Electronic Assembly, Drafting Occupations, Video/TV Production Assistant, Health Occupations, Basic Nurse Assistant, Certified Nurse Assistant, Careers with Children, Computer Software Applications, Word Processing, Computerized Accounting, and Hotel Hospitality.

Rancho Santiago College: Automotive Occupations and Electronic Assembly

Saddleback College: Auto Body Repair and Refinishing, Computer Repair & Maintenance, Automotive Occupations, Computer Software Applications, Computerized Accounting, Graphic Arts/Printing, Word Processing, Electronic Test Technician I and II, Small Business Ownership/Management

Partnership with California State Department of Rehabilitation: WorkAbility II

Partnership with school districts: Transition Partnership Program (TPP) and Job Training Partnership Act (JTPA)

4. What kinds of training do these special populations students receive?

Same as all students. Focus is on mainstreaming.

5. What specific roles do your advisory boards and committees play?

Provide curriculum update and industry trends.

6. How are special populations assigned credits?

Same as all other students: 90 Hours = 5 credits; 180 Hours = 10 credits
Adjustments are made if additional time is required for special education students.

7. Are your Internships/CO-OP/WE for these groups paid, unpaid or both?

Workplace learning -- not paid; co-op, student needs to be in paid employment.

C. Recruitment and Orientation

1. How do you recruit special populations

--Enrollment in the special education classes
--Referrals from California State Department of Rehabilitation, GAIN Program
--Single Parent Program, Job Training Partnership Act (JTPA)

2. How do you recruit work sites and Internship/CO-OP/WE placements for special populations both on and off campus.

Instructors and job developers contact employers and present the program and services.

3. Are participating organizations invited to your campus? If so, what do you do when they arrive?

Organizations are welcomed to tour our facilities. We offer private touring, and invite organizations to our advisory meetings, invite speakers and offer open house.

4. What does your orientation program include for both special students and businesses? List the steps you take.

Students -- (1) Presentations in special education classrooms, parent/student information nights, and through the Coastline ROP career specialist that are located in the career center in each high school. Information such as types of courses offered, times and location, credits earned, and special services offered such as tutoring, bus passes and referrals. (2) Students are enrolled. (3) Vocational instructor is provided additional information on the student. (4) Instructor notifies the Guidance and Transition Department if a problem arises.

Businesses are contacted by telephone or in person by an instructor or job developer. A presentation is made about our program and the services we offer to employers and students such as accommodations and job coaches.

5. Who does your recruitment, supervising and evaluation?

Instructors, career specialist, Guidance and Transition Department

6. How do you bring the students and Internship/CO-OP/WE sites together?

Instructor selects training site for student. If a site is not available, instructor can request the assistance of the job developer. Students provide their own transportation, bus passes and mobility training is provided by the Guidance and Transition Department.

7. Wh. marketing tools and promotional media do you use for recruiting special populations?

Video, presentations, handouts

D. Evaluation

1. Who does the evaluation of your students, worksite and your program?

Instructor and site supervisor

2. How is it done and what instruments do you use?

See sample attached

3. What are the steps involved in your evaluation plan?

Students evaluate program. Data is gathered and submitted in our annual report.

E. Support Services and Programs

Career guidance	Tutorial Learning Lab
Job coaching	Community Outreach referrals
Financial support/referrals	Fee waivers
Crisis intervention	Work tools, equipment, clothing
Transportation	Job placement and job development
Specialized workshops	Interpretive services
Environmental Adaptations	Equipment modifications

F. Your vision for Internship/CO-OP/WE worksite experiences for special populations?

1. What are your short-term goals?

More involvement between applied academics and Tech Prep.

2. What are your long-term goals for integrating special populations, minorities and under represented groups into your career education curricula?

--Establish an Assessment Center
--Expand services
--Establish a Learning Center

APPENDIX E

Orange Coast College

EXPANDED SKILLS GUARANTEE PROGRAM 1994-95

Orange Coast College's Career Education Office has introduced ten new programs which will expand the Student Skills Guarantee program to involve 18 areas of instruction. The 1994-95 school year marks the second year of a skill guarantee as part of OCC's public accountability to the community. This project guarantees that graduates in twenty-two OCC certificate and degree programs will be prepared to have specific job skills and on-the-job competency in their chosen field.

If a student is judged by an employer to be lacking in necessary skills, he or she will be provided with up to six units — or two theoretical courses — to correct deficiencies. Classes will be provided free of charge. No other community college in the state provides such a guarantee.

Programs in the expanded program are:

Accounting – Certificate of Achievement

Airframe and Powerplant – FAA Certificate of Completion, Certificate of Achievement, AA Degree

Architectural Technology – Certificate of Achievement

Culinary Arts – Certificates of Achievement in Culinary Arts, Advanced Culinary Arts and Cook Apprentice

Electronic Media – Certificate of Achievement

Emergency Medical Technician I – Certificate of Completion

English as a Second Language – Competencies in Listening, Speech, Reading and Writing, i.e., ESL 160 and 151AB with a recommendation for English 100

Film/Video – Certificate of Achievement

Fitness Specialist – Certificate of Achievement

Journalism – Certificate of Completion

Marketing/Sales – Certificate of Achievement

Neurodiagnostic Technician – AA Degree

Office Information Systems – Certificate of Achievement in Electronic Office

Ornamental Horticulture – Certificate of Achievement

Radiologic Technology (Diagnostic) – AA Degree

Religious Studies – Certificate of Achievement

Respiratory Care – AA Degree

Welding – Certificate of Achievement

To be eligible for the guarantee, program completers must be employed full-time (or part-time for the Fitness Specialist) in an area directly related to the area of program concentration, and must become employed within 12 months of program completion or graduation. Students must have completed the certificate at OCC within a four-year time span. See back of this brochure for details.

For information about the program, contact OCC's Career Education Office at (714) 432-5628.

Expanded Guarantee Program

1994-95

Orange Coast College guarantees that completers of ten test programs will possess technical job competencies identified as exit competencies* for his/her specific program and required for an entry-level position in the occupation for which the program was designed. If such a program completer is judged by his/her employer to be lacking in those skills, the graduate will be provided up to 6 units or two theoretical courses or corrections of identified skill deficiencies under the conditions of the guarantee policy. Special conditions which apply to the guarantee include the following:

1. The student must have completed the program or specified ESL (English as a Second Language) courses by May , 1994 or later.
2. Students who have completed the program must be employed full-time in an area directly related to the area of program concentration as certified by the appropriate division.
3. Employment must have commenced within twelve months of program completion.
4. The student must have completed the program at Orange Coast College (with a minimum of seventy-five percent of the credits being earned at Orange Coast College) and must have completed the certificate within a four-year time span.
5. A request to develop an educational planning contract for skills training by the College may be initiated by the graduate and employer through written communication with the office of the Administrative Dean, Career Education Office. The employer must certify in writing that the employee lacks entry-level skills identified by Orange Coast College as the employee's program competencies and must specify the areas of deficiency within ninety days of the student's initial employment.
6. The employer, program completer, and College representatives assigned by the Division will develop a written educational planning contract.
7. The student's enrollment in credit courses will be limited to those classes regularly scheduled during the period covered by the educational planning contract.
8. The student must complete all retraining within one calendar year from the time the educational planning contract is agreed upon.
9. The program completer and/or employer is responsible for the cost of books, insurance ,uniforms, educational fees and other course-related expenses.
10. The guarantee does not imply that the program completer will pass any licensing or qualifying examination for a particular career.
11. The graduate's and/or the employer's sole claim for remedy against Orange Coast College for skill deficiencies shall be limited to the enforcement of the obligation under the conditions described within this policy.

* Exit competencies are defined in the course objectives for the courses that make up the programs listed above except for the courses that make up the programs listed for the pilot program (except ESL, which does not lead to a certificate). Contact the Literature and Languages Division at Orange Coast College for the specific content of the ESL courses.

** Fitness Specialist Certificate completers may be employed part time.

Coast Community College District Board of Trustees
Sherry L. Baum; Paul G. Berger; Walter G. Howald; Nancy A. Pollard;
Armando R. Ruiz; Student Trustee
William M. Vega, Ed.D., Chancellor

August 8, 1993

Pat Stanley, Ed.D.
Administrative Dean
Career Education
Orange Coast College
2701 Fairview Road
Costa Mesa, CA 92626

Dear Dr. Stanley:

Estrella Communications, Inc., KVEA Channel 52, supports the concept of co-operative work experience for postsecondary education students and is pleased to work with Orange Coast College in this important aspect of College-to-Work Transition.

We can provide opportunities for students from the Electronic Media and Film/Video Career Programs. Specifically, students can be given opportunities to gain experience in such positions as entry level Computer Graphic Artist, Videotape Editor and Studio Technician. KVEA could accept as many as three students each semester for unpaid job experience in the type of employment for which they have received training at Orange Coast College.

If you have any questions, don't hesitate to call me at (818) 502-5743.

Sincerely,

(signed)

Patricia Gallagher
Human Resources Manager

pg

INTERNSHIP ACADEMY

The Internship Academy will be the umbrella organization that serves all qualified vocational, technical and career programs. The coordinator of the Internship Academy will report to the Administrative Dean of Career Education at Orange Coast College . Faculty coordinators for each discipline will report to the Coordinator of the Academy. Like the Administrative Dean, the Academy Director has responsibilities for maintaining the standards set forth for all departments as outlined by the Cooperative Education qualifications and coordinating contacts with business and industry. The Administrative Dean reports to the Vice President of Instruction (Academic Affairs). Cooperative Education is properly identified as part of the academic branch of the college. In sum, the Cooperative Education program will be organized under a centralized plan, i.e., Internship Academy, where one central office handles the administrative and management functions and works closely with each division or department in carrying out the instructional component of the program.

Other campus programs and services that either support or interface with the Internship Academy are Career Counseling and Career Development courses, the Job Placement Center, the Career Library with interactive computer assistance, the Re-Entry Center, English as a Second Language (ESL), Economic Opportunities and Services (EOPS) and Disabled Student Program Services (DSPS) and Tech Prep Associate Degree programs. It is feasible that when the Tech Prep Associate Degree (TPAD) is in place, a capstone course for each participating department or major would be required of its students. That capstone course would have as its core either a work experience, internship or apprenticeship of at least one semester.

ACADEMIES

Roy Batelli, Instructor
Ocean View High School
17071 Gothard
Huntington Beach, CA 92647
848-0656

Jean Kerins, Instructor
Business Systems
Costa Mesa High School
2650 Fairview Road
Costa Mesa, CA 92626
556-3344

Bruce Cary, Coordinator
Transfer Center
Orange Coast College
432-5788

STUDENT ENTERPRISES

David Brees
Estancia High School
2323 Placentia
Costa Mesa, CA 92626
760-3422

Joe Havens, Instructor
Costa Mesa High School
2650 Fairview Road
Costa Mesa, CA 92626
556-3344

Lowell Millis, Instructor
Coastline ROP
1001 Presidio Square
Costa Mesa, CA 92626
979-1955

Nancy Jessee, Adjacent Faculty
"The Windjammer" (Student Store)
Orange Coast College
432-5701

Dennis Butler, Professor
Business Division
Orange Coast College
432-5842

Barbara Cooper, General Manager
Food Services
Orange Coast College
432-5876

PLACEMENT

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979-1955

Dave Brant, Counselor
Secondary/College Placement Program
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Costa Mesa, CA 92626
760-3422

Steve Woodyard, Director
Career Placement Center
Orange Coast College
432-5576

VOCATIONAL STUDENT ORGANIZATION

Audry Hendry
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Huntington Beach, CA 92647
848-0656

Gerilyn Kapus, Instructor
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2650 Fairview Road
Costa Mesa, CA 92626
556-3344

Norm Nakanishi, Instructor
Westminster High School
14325 Goldenwest
Westminster, CA
893-1311

Greg Wight, Assoc. Professor
Orange Coast College
432-5822

CO-OPERATIVE EDUCATION

Darlene Lefort
Instructional Supervisor
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1955 Presidio Square
Costa Mesa, CA 92626
979-1955

Dr. Pat Stanley
Adm. Dean, Career Education
Orange Coast College
432-5628

PORTFOLIO

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Costa Mesa, CA 92626
556-3344

Bob Stolte
Edison High School
21400 Magnolia Avenue
Huntington Beach, CA 92646
962-1356

Marilyn McMann, Registrar
Admissions and Records
Orange Coast College
432-5774

YOUTH APPRENTICES

Janice Jones, Instructor
Westminster High School
14325 Goldenwest
Westminster, CA 92683
893-1381

Bruce Cary, Coordinator
Transfer Center
Orange Coast College
432-5788

Christopher O'Hearn
Vice President, Instruction
Orange Coast College
432-5015

Audry Hendry, Instructor
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Huntington Beach, CA 92647
848-0656

Joanne Shimpock
Career Center
Costa Mesa High School
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Costa Mesa, CA 92626
556-3344

PLAN/MATRICULATION

Mr. Ed Harcharik, Principal
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Costa Mesa, CA 92626
556-3344

Joanne Shimpock
Career Center
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2650 Fairview Road
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556-3344

Ann Jackson, Counselor
Orange Coast College
432-5617

SKILLS/GUARANTEES

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979-1955

Mike Murphy
Assistant Principal
Tewinkle Middle School
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Costa Mesa, CA 92626
556-3433

Paul Mashburn
Vocational Education Facilitator
Huntington Beach Union
High School District
1051 Yorktown
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Note: All telephone numbers use (714) Area Code

09/94

Here is **WHAT**

COMMUNITY COLLEGES

SHOULD DO
TO GET their institutions
READY FOR

School-to-**COLLEGE-TO-CAREER**

TRANSITIONS

A Model
for
Adaptation

Here's WHAT COMMUNITY COLLEGES SHOULD DO

START BY COMPARING WHAT IS CURRENTLY AVAILABLE AT YOUR COLLEGE WITH WHAT SHOULD BE CONSIDERED PART OF *School-to*-COLLEGE-TO-CAREER TRANSITIONS.

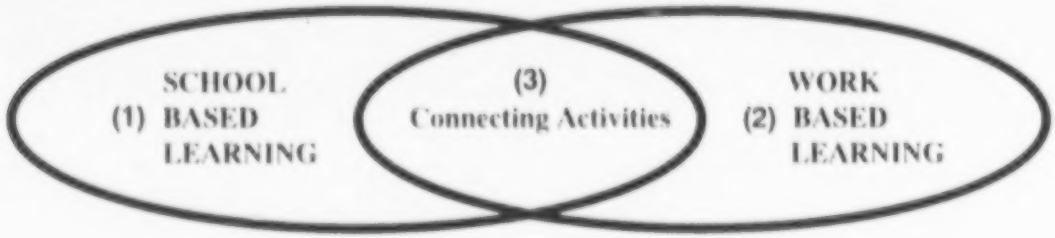
? DO YOU HAVE AGREEMENTS OR PROCESSES THAT MOVE STUDENTS FROM HIGH SCHOOLS AND ROC/P'S TO YOUR COLLEGE RELATED TO:

- ☑ *SECONDARY* CAREER AND COLLEGE MATRICULATION PLANS
- ☑ *SCHOOL-BASED* AND COLLEGE-BASED ENTERPRISES
- ☑ *YOUTH APPRENTICESHIP* PROGRAM AND COLLEGE CREDIT
- ☑ *SECONDARY* AND COLLEGE PLACEMENT PROGRAMS
- ☑ *SECONDARY* CO-OPERATIVE WORK EXPERIENCE AND COLLEGE INTERNSHIPS
- ☑ *SECONDARY* SKILL CERTIFICATION AND COLLEGE SKILL GUARANTEES
- ☑ *HIGH SCHOOL* ACADEMIES AND COLLEGE CERTIFICATE OR DEGREE PROGRAMS
- ☑ *SECONDARY* AND COLLEGE VOCATIONAL STUDENT ORGANIZATIONS
- ☑ *TECH PREP* ASSOCIATE DEGREE PROGRAMS
- ☑ *SECONDARY* PORTFOLIO OF ACHIEVEMENT AND COLLEGE PORTFOLIO/TRANSCRIPT AND RECORDS

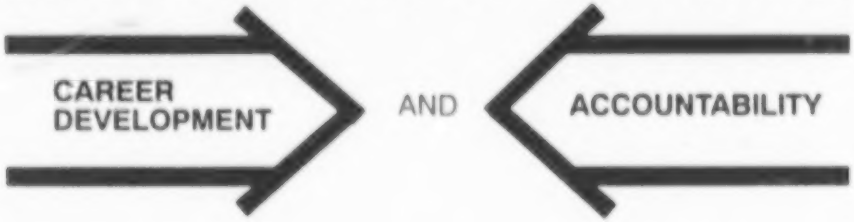
YOU DON'T HAVE A PARTICULAR PROGRAM OPTION, YOU NEED TO DEVELOP ONE OR MORE.

IF YOU HAVE THE ABOVE PROGRAMS, BUT HAVE NO CONNECTION TO HIGH SCHOOL AND/OR ROC/P'S PROGRAMS, YOU SHOULD ESTABLISH DIALOG OR INITIATE AGREEMENTS.

A. IF YOUR COLLEGE PLANS TO BE PART OF CALIFORNIA'S SCHOOL-TO-CAREER SYSTEM, 3 BASIC COMPONENTS ARE NECESSARY:



B. CORE COMPONENTS OF COLLEGE TO CAREER PROGRAMS ARE:



C. INCORPORATE CRITERIA ESTABLISHED IN *GOALS 2000: EDUCATE AMERICA ACT*

THE NATIONAL EDUCATION GOALS IN BRIEF: *By the year 2000...*

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will be competent in core academic subjects.
4. U.S. students will be first in the world in science and mathematics achievement.
5. **Every adult American will be literate and possess the skills necessary to compete in a global economy.**
6. Every school in America will be safe, disciplined, and drug free.

What are the **BENEFITS** of getting involved in **COLLEGE-TO-CAREER TRANSITION?**

OUTCOMES FOR STUDENTS:

- CAREER SKILLS
- EMPLOYMENT
- JOB SATISFACTION
- HIGHER EDUCATION
- LIFE-LONG LEARNING

COLLATERAL OUTCOMES FOR THE COLLEGE:

- DIALOG AND ENHANCED NETWORK BETWEEN SECONDARY AND POST SECONDARY
- PROGRAM IMPROVEMENT
- INCREASED ARTICULATION
- COUNSELORS AND SERVICE PROVIDERS PLAY CRITICAL ROLES
- GRANT FUNDS MAY BE LEVERAGED

FOR MORE INFORMATION: Contact Pat Stanley, College-to-Career Transition Project Director (714) 432-5628 A computer color slide presentation on this model is available.

For **GOALS 2000:** EDUCATE AMERICA, CALL 1-800-USA-LEARN For Vital Link: Call Allen Goody (714) 833-9003

For Career Development: Call Patrick Kerwin - (310) 452-9210

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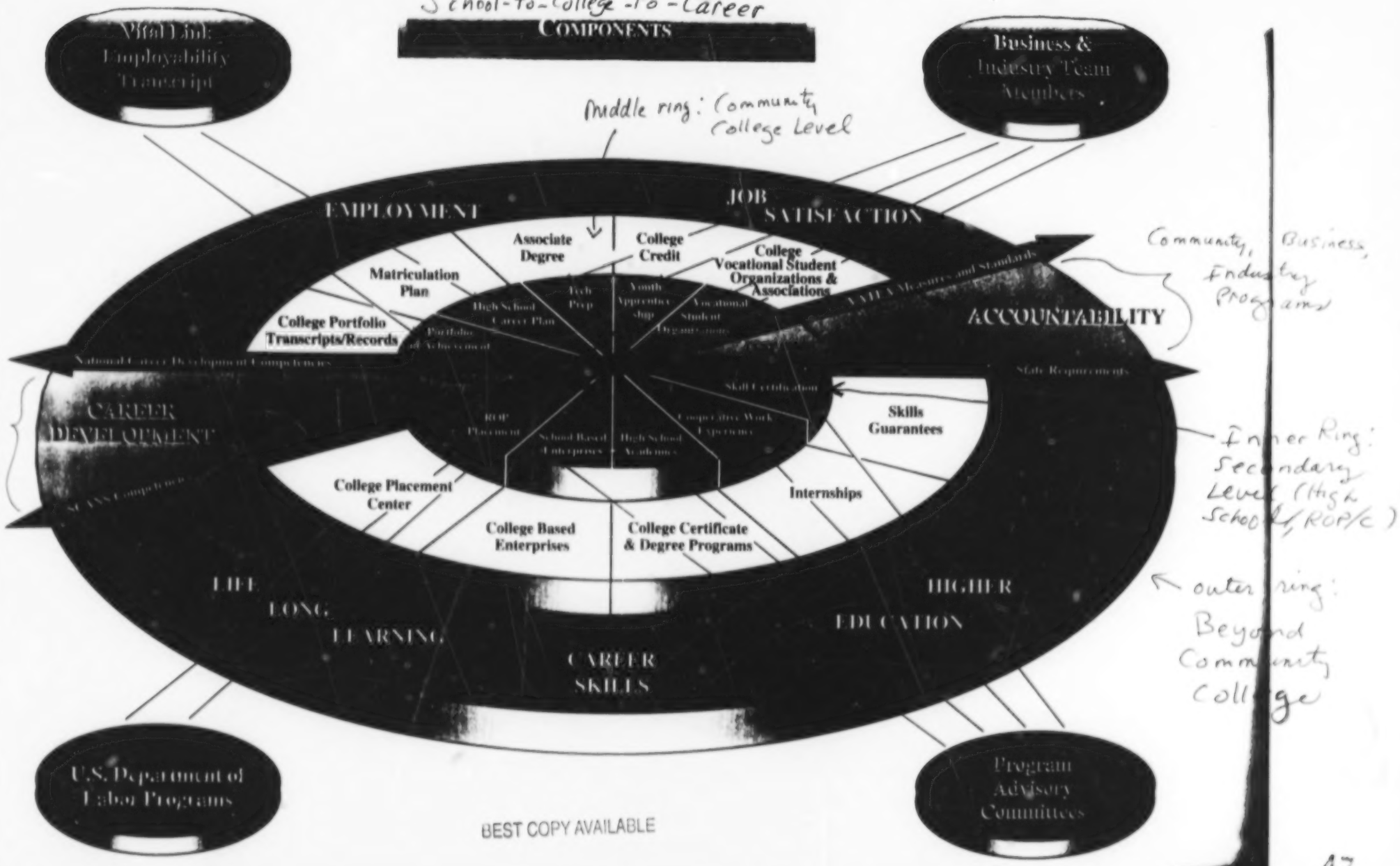
"No person shall on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this (program or project)."

School-to-College-to-Career

COMPONENTS



Community, Business, Industry Programs

Community, Business, Industry Programs

Inner Ring: Secondary Level (High School, ROP/C)

Outer ring: Beyond Community College

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